

22 - SCHOOL CONCEPTION BY PHYSICAL EDUCATION ACADEMICS

GUSTAVO HENRIQUE ALVES DE LIMA; SAMUEL GOMES DE SOUZA
UNIVERSIDADE ESTADUAL DE GOIÁS - ESEFFEGO
gustavoghal95@hotmail.com

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1. INTRODUCTION

The school reforms and the magnitude of conceptualizing the school in the formative process of Physical Education teachers materialize to our view the justification of understanding the functionality of the Brazilian educational system, specifically, Secondary School, which composes the final stage of basic education in the public schools of Goiás. In this way, we understand that the process of knowledge acquisition in the contemporary world is centered on a common perspective, which has been summarized and synthesized in the success of standing out in vestibular, leaving obsolete the aspect of the human formation ruled in the "learn to learn". Education, although systematized at different levels of interest for each social group (SAVIANI, 1996), is influenced by habits and culturally acquired behaviors, contributes to the integral and specific formation of each human organization.

The mechanism that allows the propagation of knowledge, knowledge and science produced by the historical culture of a people occurs in school, from teaching (LIBÁNEO, 2004). However, this institution has been understood only as a space whose purpose is to enable improvements under the financial situation of the students (joining a graduation that allows good remuneration, when it does not "exhaust" other possibilities of the social being by the dropping of education), being that, in order to achieve a certain objective, this entity goes through a meritocratic, evaluative, and consequently exclusionary bias.

In this sense, we consider that the school did not create the social problems and will not even solve them, but, given the alienation that the reform may cause us, we think it necessary to emphasize and dialogue with "canned" models along with the local reality.

In this perspective, based on the school looks of Gramsci (first item), we direct our discussion to the scholars of the Russian educational psychology (VYGOTSKY, 1989; LEONTIEV and DAVÍDOV apud LIBÁNEO 2004) that deal with aspects relevant to the development of the "social being integral" that has instrumentalities to act autonomously in the real situations of the day to day. Therefore, our objective materializes in discussing the possibilities inherent to the Physical Education discipline based on the assumptions raised by these researchers in this new form of teaching organization that is said to provide critical and autonomous development to the student, enabling only a "choice" that entails the specialization, that is, without the comprehension of the totality.

In other words, we realize that the concern with Brazilian and Goiás education (in large part) is to improve the positions in the Education Development Indexes Basic by means of irrelevant instruments (insertion of the technical course, partialisation of actions, meritocratic evaluation and the emphasis of learning exclusively in mathematics and Portuguese).

In addition, this research consists of a theoretical study, which begins with the conceptualization of school based on the perspectives observed and highlighted by Gramsci, followed by the presentation of the implications thought and structured to the new formulation of the High School, thus directing this teaching the debate on the possibilities of an intervention of Physical Education backed by the Russian psychological-pedagogical foundations.

2. DEVELOPMENT**School Design by Physical Education Academics**

Considering that the school is not neutral, in which its role is directed according to the bourgeois approach (predominantly) since the capitalist re-oxygenation of the post-war context, this resignification of the system was based on fomenting individuality and proposing mechanisms that develop physical aptitudes and cognitive factors contributing to a hierarchical society. After the educational conjuncture of the twentieth century, we still commune with the assumption of Gramsci regarding the unitary (humanist) school, that is, we understand the school as a space also for the formation of concepts, socialization and the construction of values for the good common, thus enabling the creation of an enlarged individual and in which all are subjects in the transformation of the world. This school model refers to an institution that thought of the ability to articulate the whole, that is, the universalization of knowledge in order to provide emancipation and autonomy. In this way, being freed from the mechanicity and alienation of the productive process, teaching together with human development through the collective, or rather, there being no restriction on knowledge (GRAMSCI, 1978).

With this, Gramsci (idem) reflects on school functionality parallel to the matrix of capitalist production. Visualizing the interior of the educational scope, this one begins to reproduce this logic of Fordist production. We thought of the concept of school as a humanist, allowing the enlarged, complete human being, who are all subjects in the construction of the world. However, with the propagation of the dualist schools together with other entities, they enabled two positive aspects for the bourgeoisie: mechanism of social control and dissemination of knowledge, providing its supremacy as a dominant class (hierarchy). The school, instead of opting for the praxis (problem solving) of autonomous and emancipated subjects, prefers the specialization of technical, "less" intellectual knowledge.

Incorporating the dimension of the humanist school emphasized by Gramsci, which considers the individual conceived in its totality, pondering the cultural, historical and social framework, which must be developed for autonomy by glimpsing possibilities of inferring transformations in the sensible world, directing parts of our discussion to the contributions of teaching and human development thought and articulated by Vygotsky to return a posteriori to the discussion of school directed by the capital observed cautiously by Gramsci (it is worth noting that he lived the context of the capitalist reoxygenation of the beginning of the twentieth century).

Vygotsky based his psychological studies of human development based on Marx's historical dialectical materiality, which condensed the emphasis on history (knowledge of the totality which reveals apparent occultations), mediation of man and nature, of human culture in the teaching and development of the social being Vygotsky, 1989). Thus, the historical-cultural theory was studied by the followers of this psychologist, who considers the rational man only when it is a society, since habits, cultures, behaviors and beliefs are created and re-signified in favor of civilization and development, and when not operated on these molds

we have the appearance of an irrational being, that is, that did not appropriate the language, the simple techniques of moving in the biped position and transcend the knowledge produced. Therefore, man is a social being, formed by interactions from the environment in which he is inserted.

Starting from this reality encompassed by Vygotsky that was also understood by Gramsci, which can be seen by the historical-cultural character, understanding that education in the school is understood as a phenomenon that runs through the collection (LIBÂNEO, 2004), we have as a responsibility as teachers the possibility of apprehending the scientific thoughts passed by humanity, so that they understand the transformative processes of the world in order to have autonomy and emancipation in solving problems of this world reality.

The Reformation of the Secondary School

According to Brazil (2000), in its article 35 of the Law on Guidelines and Bases of National Education (LDB / 96), Secondary Education is the final stage of basic education (the first and second stage consists of Infant Education and Elementary Education, respectively), with the centrality and goals of consolidating the studies developed in the previous stages, transforming them into subsidies that could later be used to initiate productive stages in terms of work and citizenship.

Recently, the LDB of 2017 has undergone changes in relation to the National Curricular Common Core Database (BNCC), so that the areas of knowledge pass to be fragmented into: languages and their technologies; mathematics and its technologies; applied human and social sciences. According to the Portal of the Ministry of Education (MEC), this reform aims to modify the structure of High School, thus, implementing technical courses that match the "taste" of the student. Understanding the magnitude that an educational reform can infer in the whole that we know as education, this reorganization will have many implications in the national education dimension, which will be explained in the course of this topic.

First, it becomes necessary to understand what fostered the idealization of this reform. According to the MEC Portal, the reform was considered to be urgent (edited by Provisional Measure) for the resulting moment in Brazilian education evidenced in the results of national and international evaluations that discuss the educational development of different regions and countries.

Based on the evaluation of the Pisa (International Student Assessment Program), this is explained by the INEP as an evaluation process that "measures the educational level of 15-year-olds through reading, mathematics and science tests" carried out every three years by the Organization for Economic Co-operation and Development (OECD). Therefore, we have the permanence of Brazil in the last positions of this ranking (63rd in knowledge of sciences, 59th in reading and 66th in mathematics) in the year 2015 (data provided by the G1).

From the data indicated above, we observe a dimension of reality that aims to be transformed by the reform in question. Having said this, it is now necessary to understand the implications of this reform in High School.

The new High School (according to the MEC) will have a daily and annual workload that is relatively more extensive than the teaching considered as outdated. This reconfiguration will put the schools of medium-time (part-time) with the structuring similar to the Centers of Education in Integral Period (CEPI's - fomented by SEDUCE-GO), apprehending other changes, such as: the first one made by teaching through the disciplines already established at this stage, followed by the targeting of a specific area of knowledge (delimited by specific knowledge) or technical training.

Although, considering this explanation of the reform, we can not fail to approach the evaluative character that is given on this new look of teaching. Following the course of the CEPI's, we will have institutions guided by evaluation processes, based on the meritocracy referring to the institutions, professionals who work there also encompassing the subjects inserted in the system, the students. Some of these dimensions have already been applied in the state of Goiás through the idealized Pact for Education and proposed by the governor Marconi Perillo and the Secretary of State for Education Thiago Peixoto, however, this "canned" model does not take into account the socioeconomic, cultural and social reality. policy of the region, since we can not afford to create new school poles, improvements in these spaces as infrastructure and not even provide support for full-time students. In this way, they seek to make the expert servers and the students stand out, that is, they discourage more and more the taste for learning and exclude others who are part of the process and who also struggle for life improvements.

Implications in Teaching: how do we envisage the development of the autonomous subject in this environment guided by the formation

Based on Leontiev's first formulation of activity (apud Libâneo, 2004), in which the necessity of a motive initially directed to the object is placed as a requisite, in which from this motive actions will be taken respecting the delimitations of the activity, this structure (2013, 64), such as: "[...] necessity, motive, objective, conditions [concrete situation], activity, actions and operations". Considering these principles, the school model whose process is established by evaluative procedures does not provide the activity, since it depends essentially on the needs and motives of the social being / student. In contrast to the study activity, the school-based models of quantitative assessment provide students with only actions (one of the elements of the activity) during the course of learning, which will not stimulate a mental or cognitive development.

This reality is evidenced because from the evaluative primitives, the subject will often not glimpse the motive of its necessity in the object (material or ideal), however, in a possibility with the same, obtaining a note. This can be identified in the example portrayed by Libaneus in which:

A atividade de ler o livro somente para passar no exame não é atividade, é uma ação, porque ler o livro por ler não é um objetivo forte que estimula a ação. A atividade é a leitura do livro por si mesmo, por causa do seu conteúdo, ou seja, quando o motivo da atividade passa para o objeto da ação, a ação transforma-se numa atividade (LIBÂNEO, 2004, p. 13).

Considering the apparatus directed by this initial formulation of activity elaborated by Leontiev, Davydov (1999) adds yet another component to this, the desire:

Acredito que o desejo deve ser considerado como um elemento da estrutura da atividade. [...] Necessidades e desejos compõem a base sobre a qual as emoções funcionam. [...] O termo desejo reproduz a verdadeira essência da questão: as emoções são inseparáveis de uma necessidade. [...] Em seus trabalhos, Leontiev afirma que as ações são conectadas às necessidades e motivos. Discordo desta tese. Ações como formações integrais, podem ser conectadas somente com necessidades baseadas em desejos – e as ações ajudam na realização de certas tarefas a partir dos motivos. [...] É esta a estrutura da atividade que tentei apresentar lhes. [...] Os elementos são os seguintes: desejos, necessidades, emoções, tarefas, ações, motivos para as ações, meios usados para as ações, planos (perceptual, mnemônico, pensamento, criativo) – todos se referindo à cognição e, também, à vontade (p. 41 apud idem).

For Davydov "behind human actions are human needs and emotions, predating action, relationships with others, languages" (Libane, 2004, p.14). In this way, the desire directed to the content of teaching (historical-cultural object) encompassed by the school institution is now essential. However, this desire is evidently unviable by the way in which this system is organized, starting from the meritocratic dimension, rapid and uninterrupted transition of content and sequential evaluations,

which decimates the possibilities of the student's in-depth interaction with the specific knowledge that would direct the internalization of scientific knowledge.

3. FINAL CONSIDERATIONS

Reaching an understanding of the implications of the educational reform portrayed in the second topic of the development of this study, we understand a return of the school model considered obsolete to the mechanism of education directed to specialization, expressed by Gramsci's (1978) view as fundamental for the hierarchical social control (of course, keeping the hegemonic power under the tutelage of the bourgeoisie), placing under the student the responsibility of the definitive choice of his future, considering one of the possibilities through the technical bias, exposed by Gramsci as inferior in the relation of the intellectual development of the individual.

Still referring to the reform, we see the "greater" devaluation of some areas of knowledge, especially considering the possibility of this phenomenon to reach Physical Education, which we can approach a consideration of Miranda (2006), which:

O reconhecimento social da Educação Física na escola provavelmente não seja sua base de sustentação, se não o for por força de lei que a torne obrigatória em alguns casos. Esta situação pode estar associada à excessiva ênfase dada às práticas esportivas em detrimento de conhecimentos que são aplicáveis na vida egressa do aluno. Não se trata necessariamente de negar a prática pela prática, ou o fazer pelo fazer, mas, sim, dar um incremento capaz de aumentar a significância da Educação Física para a vida das pessoas (p.647 apud MIRANDA, 2013, p. 204).

Understanding the reality of Physical Education expressed in Miranda's speech, which has its fragility amplified with the reform in question, we see, like this researcher, the possibility of an intervention of the area based on elements elaborated by Russian psychology-pedagogy, as the principle of the learning activity that enables the learner to qualitative changes in the intellectual and autonomous development, putting in question the magnitude of the knowledge established historically and culturally by the human transgressor, a phenomenon that is not only provided by the action.

In view of this, we conclude that Physical Education plays a significant role in the formation of the critical and autonomous subject, with greater intervention possibilities in the sensitive world, of course, not dwelling on the transmission / assimilation paradox that unfortunately is being imposed by the education model that is intended established in the Brazilian educational system.

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Address: Rua Alameda das Laranjeiras, block 26, lots 07, number 249, Setor Jardim Botânico, Goiânia-Go/Brazil, CEP 74390490. Telephone: (62) 3296-0050. E-mail: samuka16julho97@gmail.com

SCHOOL CONCEPTION BY PHYSICAL EDUCATION ACADEMICS

Abstract: in our conception, the school is understood as a space whose purpose is based on enabling the development of criticality and autonomy of the learner, that is, to provide this subject with possibilities of establishing links with instruments and signs produced in a historical way -cultural through human societies for their autonomous action in life egressa. However, this entity is not neutral and operates according to the model of the current system. Therefore, this study is close to an essay with a bibliographical review, which begins with the discussion of school based on the perspectives observed and highlighted by Gramsci, followed by the presentation of the implications and structured to the new formulation of High School (fragmentation of the teaching, evaluation, meritocratic, etc.), thus directing to this teaching the debate of the possibilities of an intervention of Physical Education backed by the Russian psychological-pedagogical foundations. Our objective was to discuss the possibilities inherent to the Physical Education discipline based on the assumptions raised by these researchers (Vygotsky, Leontiev and Davidov) in this new form of teaching organization that is said to provide critical and autonomous development to the student, enabling only a "choice" that entails specialization, that is, without understanding the totality. In view of this, we conclude that Physical Education plays a significant role in the formation of the critical and autonomous subject, with greater intervention possibilities in the sensitive world, of course, if this does not cling to the transmission / assimilation paradox that unfortunately is being imposed by the education model that it is intended to establish in the Brazilian educational system, opposing this strand by teaching based on student activity, as it provides qualitative changes in the mental development of this social being.

Keywords: School. Reform. Education. PE. Activity. Autonomy

CONCEPTION SCOLAIRE PARACADÉMIE D'ÉDUCATION PHYSIQUE

Résumé: À notre avis, l'école est considérée comme un espace dont l'extrémité est basée sur permettant le

développement de critique et de l'autonomie de l'élève, à savoir fournir ces possibilités objet d'établir des liens avec les outils produits et des signes de forme historique -culturel à travers les sociétés humaines pour leur action autonome dans la vie egressa. Cependant, cette entité n'est pas neutre et fonctionne selon le modèle du système actuel. Par conséquent, cette étude est proche d'un essai avec une revue bibliographique, qui commence par la discussion de l'école basée sur les perspectives observées et mises en évidence par Gramsci, suivie par la présentation des implications et structurée à la nouvelle formulation du lycée (fragmentation du enseignement, évaluation, méritocratique, etc.), orientant ainsi vers cet enseignement le débat sur les possibilités d'une intervention de l'éducation physique soutenue par les fondements psychopédagogiques russes. Sans plus tarder, notre objectif matérialisé à discuter des possibilités inhérentes à l'éducation physique ont guidé les hypothèses posées par ces chercheurs (Vygotsky, Leontiev et Davidov) dans cette nouvelle forme d'organisation de l'enseignement qui est censé assurer le développement critique et autonome à l'étudiant, permettant seulement un "choix" qui implique une spécialisation, c'est-à-dire sans comprendre la totalité. La vue de ce, nous concluons que l'éducation physique a un rôle important dans la formation du sujet critique et autonome, avec de plus grandes possibilités d'intervention dans le monde sensible, bien sûr, si elle ne tient pas la transmission du paradoxe / absorption qui est imposée par le modèle d'éducation, malheureusement, à établir dans le système éducatif brésilien, contrastant cet aspect par l'éducation basée sur l'activité de l'élève, car il fournit des changements qualitatifs dans le développement mental de l'être social.

Mots-clés: école. Réforme Éducation Éducation physique. Activité Autonomie

CONCEPCIÓN DE ESCUELA POR ACADÉMICOS DE EDUCACIÓN FÍSICA

Resumen: en nuestra concepción, la escuela es entendida como un espacio cuyo fin se fundamenta en posibilitar el desarrollo de la criticidad y autonomía del educando, o sea, proporcionar a este sujeto posibilidades de establecer vínculos con los instrumentos y signos producidos de forma histórica -cultural a través de las sociedades humanas para su acción autónoma en la vida egresada. Sin embargo, esta entidad no es neutra y opera conforme a los moldes del sistema vigente. En este estudio se aproxima a un ensayo con revisión bibliográfica, que se inicia en la discusión de escuela a partir de las perspectivas observadas y subrayadas por Gramsci, teniendo como consecuencia la presentación de las implicaciones pensadas y estructuradas a la nueva formulación de la Enseñanza Media (fragmentación del " la enseñanza, la cuota evaluativa meritocrática, etc.), así dirigiendo a esta enseñanza el debate de las posibilidades de una intervención de la Educación Física respaldada por las fundaciones psicológicas-pedagógicas rusas. Sin demora, nuestro objetivo se materializó en discutir las posibilidades inherentes a la disciplina Educación Física pautada en los presupuestos levantados por estos investigadores (Vygotsky, Leontiev y Davidov) en esta nueva forma de organización de enseñanza que se dice proporcionar el desarrollo crítico y autónomo al estudiante, que viabiliza sólo una "elección" que acarrea la especialización, es decir, sin la comprensión de la totalidad. A la vista de ello, concluimos que la Educación Física tiene un papel significativo en la formación del sujeto crítico y autónomo, con mayores posibilidades interventivas en el mundo sensible, claro, si ésta no se atiene a la paradoja transmisión / asimilación que desafortunadamente está siendo impuesto por el modelo de educación que, se pretende establecer en el sistema educativo brasileño, contraponiendo esa vertiente a través de la enseñanza pautada en la actividad del alumno, tal cual proporciona cambios cualitativos en el desarrollo mental de este ser social.

Palabras clave: Escuela. Reforma. Educación. Educación Física. Actividad. Autonomía

CONCEPÇÃO DE ESCOLA POR ACADÊMICOS DE EDUCAÇÃO FÍSICA

Resumo: em nossa concepção, a escola é entendida como um espaço cujo fim fundamenta-se em possibilitar o desenvolvimento da criticidade e autonomia do educando, ou seja, proporcionar a este sujeito possibilidades de se estabelecer vínculos com os instrumentos e signos produzidos de forma histórico-cultural através das sociedades humanas para sua ação autônoma na vida egressa. No entanto, esta entidade não é neutra e opera conforme os moldes do sistema vigente. Logo, este estudo aproxima-se de um ensaio com revisão bibliográfica, que se inicia na discussão de escola a partir das perspectivas observadas e salientadas por Gramsci, tendo por sequência a apresentação das implicações pensadas e estruturadas a nova formulação do Ensino Médio (fragmentação do ensino, cunho avaliativo meritocrático, etc.), assim, dirigindo a este ensino o debate das possibilidades de uma intervenção da Educação Física lastreada pelas fundamentações psicológicas-pedagógicas russas. Sem demora, nosso objetivo materializou-se em discutir as possibilidades inerentes à disciplina Educação Física pautada nos pressupostos levantados por estes pesquisadores (Vygotsky, Leontiev e Davidov) nesta nova forma de organização de ensino que se diz fornecer o desenvolvimento crítico e autônomo ao estudante, viabilizando apenas uma "escolha" que acarreta a especialização, ou seja, sem a compreensão da totalidade. A vista disso, concluímos que a Educação Física possui papel significativo na formação do sujeito crítico e autônomo, com maiores possibilidades interventivas no mundo sensível, claro, se esta não se prender ao paradoxo transmissão/assimilação que infelizmente está sendo imposto pelo modelo de educação que se pretende estabelecer no sistema educacional brasileiro, contrapondo essa vertente através do ensino pautado na atividade do aluno, tal qual proporciona mudanças qualitativas no desenvolvimento mental deste ser social.

Palavras-Chave: Escola. Reforma. Educação. Educação Física. Atividade. Autonomia